GUYANA
Ministry of Education

CONTINUOUS ASSESSMENT MATERIALS

GRADE TWO
Introduction

What is the purpose of this document?
This document describes the purpose and process of Continuous Classroom Assessment. The document also provides sample diagnostic assessments and suggested methods of administration.

What is assessment?
Assessment of learners is the process of gathering information about how learners are progressing in their learning. It gathers information about what learners know and can demonstrate as a result of their learning processes in order to take some form of action.

Example Assessment:
During a Grade 2 lesson, in which a teacher is teaching the learners to identify square shapes, the teacher gathers information on whether learners can identify square shapes. Suppose the learners cannot identify square shapes. The teacher judges that it is not good that the learners cannot identify square shapes. The learners must be able to identify square shapes in order to move on to the other objectives which are to name the different shapes and to identify objects of the same shape.

Action:
The teacher decides that re-teaching is necessary. Therefore, the teacher groups the learners in pairs and they practise drawing big and little squares, circles and triangles. The teacher then helps them to learn how to identify squares from among the other shapes.

Continuous Assessment (CA)
Continuous Assessment is assessment that is done frequently in order to provide regular information about teaching, learning and the achievement of learning objectives and competencies. When the results of continuous assessments are used to improve learning then it is formative in nature.

Continuous assessment is important because it provides regular information about teaching, learning and the achievement of learning objectives and competencies. CA also allows you to assess, in a classroom environment, performance-based activities that cannot or are difficult to assess in an examination. For example, there is not enough time for a learner to create a sculpture during an examination, but a sculpture can be completed and assessed over one or more terms.
Assessment Methods used in Formative Continuous Assessment

Formal Methods
"These are procedures for gathering information about the learners that are created with special thoughtfulness and care and should be closely matched to the basic competencies in the curriculum. Formal assessments are conducted in situations which have been set up solely for that purpose. The procedures are administered in such a way that it is clear that the focus of the exercise is on assessing specific competencies of the learner in as valid a way as is possible. Formal assessments are usually graded and recorded."


Informal Methods
Informal assessments are assessments which are not as carefully planned as formal assessments. In fact some informal assessments may be drawn from usual classroom activities such as assignments, observing children while they are working, looking at their work as you go around the class, and listening to their answers to questions you have asked them or by giving children tasks to do and casually observing how they do them. Sometimes informal assessment is as simple as stopping during instruction to observe or to discuss with the pupils how learning is progressing. Other times, it will be difficult to show pupil progress using actual work, so teachers will need to keep notes or checklists to record their observations from student-teacher discussions or informal classroom interactions especially since this will guide them into creating appropriate diagnostic assessments for pupils.

When to conduct Formal Assessments
Teachers should create an assessment plan, that is, they should determine which periods of the day or which day of the week they will be conducting these assessments and how many pupils they will be assessing each day.

How many graded formative assessments should be used with each child?
At least two formal diagnostic assessments MUST be used for each child per term for Literacy and two for Numeracy. However, the teacher is free to give more than two if it is deemed necessary.
Guidelines for conducting formal Assessments

• Teachers must ensure that assessment does not take up too much teaching time. If too many assessments are given it will interfere with the teaching time and will be counter-productive.
• Recorded assessments should at least be aligned to the curriculum regardless of what other assessments you choose to give.
• Records should be kept of pupils' results on these assessments.
• Teachers should pay attention to the assessment records of their pupils' previous teachers. This will help them to plan assessments for individual pupils.
• Assessments must help you to determine what action to take. If you can't take any action there is no point in assessing the children.
• Feedback on assessments should be given to the learners so they can improve on their weak areas. Also, by showing them what they have done well, they will be motivated to do better.
• Feedback on assessments should be given to the Headteachers to ensure that parents of each learner are provided with regular reports by teachers on the academic progress of their children and to take action when necessary, to improve and maintain learning at the school.
• Feedback on assessments should be given to the parents so they know how their children are progressing at school, so that they can take corrective action when needed and they can support and assist the learner.
• The giving of marks and the grading function should not be over emphasized, rather the giving of useful advice and the learning function should be emphasised.
• We should not compare pupils with one another otherwise the principal purpose of assessment would seem to be competition rather than personal improvement. This would undermine the confidence of low-achieving pupils. They may think that they lack "ability," causing them to come to believe that they are not able to learn.
• These assessments must be administered to individual learners and not given to the whole class. This will lead to more meaningful feedback to the individual, thus creating the possibilities for more significant, useful learning.
• Conduct interviews at your desk or in some arranged area so that other students do not listen in to the interview of other students.
• If a group of pupils have the same problem they could be given a similar formative exercise.
• Formal Assessments are planned from observations made on informal assessments.
The Continuous Assessment process should have the following outcomes:

- The informal diagnostic assessment should indicate the child's strengths and weaknesses so the teacher could determine which formal diagnostic assessment should be given to individual students.
- The formal diagnostic assessment should indicate what remedial or enrichment activities a child needs.
- Teachers should follow up their diagnostic assessments by providing remedial instruction to learners who are achieving poorly and enriching instructions to those who are performing excellently (these can be alternative assessments)
- Teachers should keep accurate records of assessments for each learner.
- For informal assessments, teachers should give timely feedback to learners on their responses in class, other class work, and homework assignments.

**Recording of Assessments**
- Each assessment is recorded on two forms.
- There is a form for recording all the results of each one-to-one assessment (Appendix 1) and one for recording the results of individual assessments (Appendix2)
- In addition to these forms, how successful each child was in doing the remedial/enrichment assignments is also noted on the Child Development Index Card for Parents, Cluster Advisors and Headteacher to see.
- The one-to-one assessment forms are filed as Numeracy or Literacy, under the relevant standard.
- When the assessment is actually given to the child, you should keep a record for each subject – Literacy and Numeracy.
- You should record each child's name, the type of assessment, the date of and the results of each graded formative assessment and the intended actions to be taken.

**GUIDELINES FOR THE ADMINISTRATION OF THE ASSESSMENTS.**

in order to get accurate results from the assessments you need to follow the guidelines below:
- familiarise yourself with the assessment materials before administration.
- seat pupils comfortably next to you so that eye contact can be made and pupils do not listen in to other pupil's interview.
- read instructions in your administration booklet carefully. These instructions are flexible so they can be adjusted if necessary.
- record the results of the assessments accurately on the stipulated forms.
- use the results of the assessments to plan appropriate enrichment or remedial activities for the pupils.
- ensure that each pupil has at least two assessments in Literacy and at least two in Numeracy per term.
- thank the pupils for their cooperation.
LITERACY
ASSESSMENT ITEMS FOR GRADE 2

Standard 1
Standard 1.1- Listens to acquire Standard English vocabulary and sentence structure.

Instructions for administration:
1. I will ask you some questions.
2. Listen carefully and answer in a complete sentence.

Questions
1. What is the name of your school?
2. Who is your best friend?
3. Why do you like your best friend?

Expected response:
1. The name of my school is ______. /My school's name is ______
   ______ is the name of my school.

2. My best friend is ______. / The name of my best friend is ______
   ______ is my best friend.

3. I like my best friend because ______. / I like him/her because ______
   I like ______ because he/she ______ ______

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 1.2 - Repeats what is heard.

Instructions for administration:
1. I will read a sentence.
2. Listen to it carefully.
3. Repeat what I say exactly as I say it.

The busy bee buzzes all day long.

Expected response:
The busy bee buzzes all day long.

Directions for scoring:
A tick is given for the correct response.  

Time: 2 minutes
Standard 1.3 - Uses polite conventions such as "Please", "Thank You", "Excuse Me".

Instructions for administration:
1. Look at the picture below carefully.

   In the picture Harry gives Kim a gift.

   ![Image of Harry giving a gift to Kim]

2. Answer the question:
3. What should Kim say to Harry?

Expected response:
Pupils respond:
1. Thank you. / Thank you, Harry. / Thanks Harry/ Thank you very much Harry/ Thank you very much.

Directions for scoring:
A tick is given for the correct response. Time: 2 minutes
Standard 1.5 - Listens attentively to what is read by the teacher.

Instructions for administration:

1. I am going to tell you a story.
2. I want you to listen to the story very carefully.
3. Then I will ask you some questions.
4. Answer the questions in complete sentences.

Sue's mother takes her to school everyday. They walk on the right-hand side of the road. Mother tells Sue that it is not safe to play on the road.

Questions:

1. Who takes Sue to school?
2. On which side of the road do they walk?
3. Why is it not safe for Sue to play on the road?

Expected response:

1. Sue's mother takes her to school. /Her mother takes her to school.
2. They walk on the right-hand side of the road. /Sue and her mother walk on the right-hand side of the road.
3. Sue / She should not play on the road because it is dangerous. / She could get into an accident.

Directions for scoring:

A tick is given for each correct response. Time: 2 minutes
Standard 1.9 \Follows increasingly complex Directions and Instructions.

**Instructions for administration:**
1. Listen carefully to what Old Grady says and then do the actions.

   - Old Grady says, 'Hop three times on one leg.'

   - Old Grady says, 'Raise your right hand above.

   - Old Grady says, 'Put your left hand on your hip.'

**Expected response:**
Pupils will:
1. Hop three times.
2. Raise their right hands above their heads.
3. Put their left hands on their hips.

**Directions for scoring:**
A tick is given for each instruction correctly carried out.

**Time:** 2 minutes
Standard 1.10 - Uses basic language structure orally.

(a) Instructions for administration:
1. Look at the picture.
2. Make three sentences about the picture.

Expected response:
1. Two boys and a girl are playing.
2. The children are playing Blind Man.
3. They are in the park/ play field.
4. The boy is trying to catch the children.
(Any other appropriate response)

Directions for scoring:
A tick is given for each correct response and any other appropriate response.

Time: 2 minutes
Standard 1.10 - Uses basic language structure orally.

(b) Instructions for administration:
1. Look at the picture.
2. Make three sentences about the picture.

**Expected Response:**
1. It is/was sports day at school.
2. The four boys are/were in a race.
3. One of the boys fell/falls.
4. Boy number four won/wins the race.
(Any other appropriate response.)

**Directions for scoring:**
A tick is given for each correct response and any other correct response.

*Time: 2 minutes*
Standard 2
Standard 2.2 - Knows the parts of a book and their purposes.

Instructions for administration:
1. Look at the page carefully.

![CONTENTS]

<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction ....................... .1</td>
</tr>
<tr>
<td>The Preparation ..................... 2</td>
</tr>
<tr>
<td>The Wedding .......................... 3</td>
</tr>
<tr>
<td>The Cleaning Up ......................</td>
</tr>
</tbody>
</table>

2. Now answer these questions.
1. Which part of the book is shown here?

<table>
<thead>
<tr>
<th>Title</th>
<th>Contents</th>
<th>Index</th>
</tr>
</thead>
</table>

2. The contents page is used to
(a) list the topics found in the book.
(b) name the writer of the book.
(c) list the words used in the book.

Expected response:
Pupils point to:
1. Contents
2. (a)

Directions for Scoring:
A tick is given for each correct response.

Time: 2 minutes
Standard 2.4 - Locates and identifies title, author and illustrator of a book.

Instructions for administration:
1. Look at the book.
2. Point to the name of the book.
3. Point to the name of the illustrator.

Expected response:
Pupils point to:
1. THE LITTLE FROG.
2. A. King

Directions for scoring:
A tick is given for each correct response.  

Time: 2 minutes
Standard 2.6 - Taps out syllables in words accurately.

Instructions for administration:
1. I will say four words.
2. Listen to the words carefully.
3. Tap out the syllables (beats) for each word as I say it.

Expected response:
Pupils tap syllables:
1. celebration (4 beats)
2. umbrella (3 beats)
3. baby (2 beats)
4. bench (1 beat)

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 2.5 - Participates in rhyme, chant and song activities.

Instructions for administration:
1. Listen to this rhyme.
2. Point to the word that will complete the rhyme.

There was a man,
Who lived in a van,
He hated mice,
They were not ___

| many | nice | furry |

Expected response:
Pupils point to:
1. nice

Directions for scoring:
A tick is given for the correct response. Time: 2 minutes
Standard 2.8 - Segments two and three letter words into individual phonemes.

Instructions for administration:
1. I will say some words. Tell me the sounds that make up each word.

Expected response:
Pupils say:
- **at** (2 sounds)
- **cat** (3 sounds)
- **cup** (3 sounds)
- **pig** (3 sounds)

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 2.9 - Identifies individual letter sounds in initial, medial and final position in simple words.

(a) Instructions for administration:
1. Look at the picture and words carefully.
2. I will say the words.
3. Point to the picture that begins with the same sound as the picture in the box.

Expected response:
Pupils point to goat and gate.

Directions for scoring:
A tick is given for the correct response. Time: 2 minutes
Standard 2.9 - Identifies individual letter sounds in initial, medial and final position in simple words.

(b) Instructions for administration:
1. Look at the pictures and words carefully.
2. I will say the words.
3. Name the two pictures that have the same middle sound.

Expected response:
Pupils point to pot and log.

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 2.9 - Identifies individual letter sounds in initial, medial and final position in simple words.

(c) Instructions for administration:
1. Look at the pictures and words carefully.
2. I will say the words.
3. Point to the two pictures that have the same ending sound.

Expected response:
Pupils point to church and bench.

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 2.11 - Identifies short vowels in two or three letter spoken words

Instructions for administration:
1. Listen as I say the words.
2. As I say each word tell if it has a short vowel sound.

<table>
<thead>
<tr>
<th>take</th>
<th>low</th>
<th>cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>ink</td>
<td>bite</td>
<td>bag</td>
</tr>
<tr>
<td>see</td>
<td>log</td>
<td>she</td>
</tr>
</tbody>
</table>

Expected response:
Pupils say
1. cup
2. ant
3. ink
4. bag
5. log

Directions for scoring:
A tick is given for each correct response.  
Time: 2 minutes
Standard 2.12 - Identifies long vowel sounds in single syllable spoken words.

Instructions for administration:
1. Listen to these words.
2. I will say the words.
3. As I say each word say if it has a long vowel sound.

<table>
<thead>
<tr>
<th>swim</th>
<th>cake</th>
<th>pin</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing</td>
<td>laugh</td>
<td>race</td>
</tr>
<tr>
<td>jump</td>
<td>swing</td>
<td>he</td>
</tr>
</tbody>
</table>

Expected response:
Pupils say
1. cake
2. race
3. he

Directions for scoring:
A tick is given for each correct response.  
Time: 2 minutes
Standard 2.14 - Builds and reads word families when provided with simple word rimes.

Instructions for administration:
1. Look at the word ending.
2. Make three words using the word ending.

Expected response:
Pupils say:
bell / tell / well / fell / shell / spell / sell / or any other correct response.

Directions for scoring:
A tick is given for each correct response and any other appropriate response.

Time: 2 minutes
Standard 2.15 - Reads simple decodable text.

Instructions for administration:
1. Look at the sentences.
2. Read the sentences.

Tom was ill.
His mother took him to the doctor.
The doctor gave him a pill.

Expected response:
Pupils say each word.

Directions for scoring:
A tick is given for each sentence read correctly.

Time: 2 minutes
Standard 3
Standard 3.1 - Recognizes local environmental print such as "open" and "washroom".

Instructions for administration:
1. Look at these words.
2. Say each word as I point to it.

<table>
<thead>
<tr>
<th>hospital</th>
<th>fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>shop</td>
</tr>
<tr>
<td>female</td>
<td></td>
</tr>
</tbody>
</table>

Expected response:
Pupils say:
1. hospital
2. fire
3. male
4. female
5. shop

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 3.5 - Reads regular words and nonsense words fluently using print sound correspondence to sound out words.

Instructions for administration:
1. Look at the words.
2. Say the words.

\begin{tabular}{ccc}
bin & bar & at \\
set & lan & til \\
\end{tabular}

Expected response:
Pupils say each word.

Directions for scoring:
A tick is given for each correct response.  
Time: 2 minutes

Standard 3.6 - Reads basic Grade Level sight words in context and in isolation.

(a) Instructions for administration:
1. Look at the words below.
Say each word as I point to it.

\begin{tabular}{ccc}
under & before & after \\
their & every & likes \\
\end{tabular}

Expected response:
Pupils say each word.

Directions for scoring:
A tick is given for each correct response.  
Time: 2 minutes
(b) Instructions for administration:

1. Look at the sentences below.
2. Say each of these words below as I point to them in the sentences.

On Sunday we went to the zoo. We saw many animals there. We had great fun with the animals.

Directions for Scoring:

A tick is given for each correct response.

Time: 2 minutes
Standard 4

Standard 4.3 - Recalls facts and details of text.

Instructions for administration:

• Listen carefully while I read this passage for you.

John's best toy is a truck. He had it for two years and it still looks new. John and his friends play with the toy everyday.

Questions:

• What is the name of the boy in the story?
  - John is the name of the boy in the story.

• How long was he given the truck?
  - Two years ago he was given the truck.

• Give a word that is used to describe the toy.
  - The word used in the passage to describe the toy is ‘best/new’.

• Why does the toy still look new?
  - John's toy looks new because he takes care of it.

Expected response:

• The name of the boy (in the story) is John. / John is the name of the boy in the story. / His name is John.
  - John was given the truck two years ago. / Two years ago he was given the truck.

• The word ‘best/new’ is used to describe the toy. / The word used in the passage to describe the toy is ‘best/new’.

Directions for Scoring:

A tick is given for each correct response and any other appropriate response.

Time: 2 minutes
Standard 4.5 - Retells main events of a text in proper sequence.

Instructions for administration:

1. I will read three sentences.
2. Listen to them carefully.
3. Rearrange them in order to tell a story.

![Image of a boy digging in the garden]

1. He will put the plants in the holes.
2. My father is in the garden.
3. He is digging the earth.

Expected response:
1. My father is in the garden.
2. He is digging the earth.
3. He will put the plants in the holes.

Directions for scoring:
A tick is given for each correct response.  

Time: 2 minutes
Standard 4.6 - Notice when simple sentences fail to make sense.

Instructions for administration:

I will read the groups of words in the boxes.
Listen to them carefully.
Point to the box that has a complete sentence.

I like to play games.
The dog under the tree.
Over the fence.

Expected response:

Pupils point to

I like to play games.

Directions for scoring:

Tick is given for the correct response.

Time: 2 minutes
Philip and his friends went by aeroplane to the Rodeo in Lethem. They went on Easter Monday. There were many big horses in the show. The horses jumped over fences. They raced one another. The crowd yelled and clapped.

3. Now answer these questions.

Questions:
1. Who went to the Rodeo?
2. How did they get there?
3. Where was the Rodeo held?
4. When did they go?
5. What did the horses do at the Rodeo?
Expected response:
Pupils respond:
1. Phillip and his friends went to the Rodeo. / The persons who went to the Rodeo were
   Phillip and his friends.
2. They got there by aeroplane.
3. The Rodeo was held in Lethem / it was held in Lethem. / Lethem is the place where
   the Rodeo was held.
4. They went on Easter Monday.
5. The horses jumped over the fence. / They jumped over the fence. / The horses raced.
   They raced one another.

Directions for Scoring:
A tick is given for each correct response and any other correct response.

Time: 2 minutes
Standard 4.22 - Develop story from pictures.

(a) Instructions for administration:
1. Study the pictures below.
2. Tell the story.

Expected response:
1. Mother is waking the boy. It is 05:30 hours and mother is waking the boy.
2. The boy and his brother feed the chicks at 06:00 hours before going to school.
3. The boy rides to school. He takes his brother to school at 07:00 hours.
4. After school the boy plays football with his friend in the park/play ground.

Directions for scoring:
A tick is given for the correct response and any other appropriate response.

Time: 2 minutes
Expected response:
Pupils rearrange picture in the following order 4-2-3-1.

Directions for scoring:
A tick is given for the correct response.  

Time: 2 minutes
Standard 4.25 - Reads and interprets contractions and singular and plural possessive forms of regularly patterned words.

Instructions for administration:
1. Look at the words in the clouds.
2. Point to the words which are the shortened form for the words in the boxes.

1. **I will**

2. **She is**

Expected response:
Pupils point to
1
2. She is

Directions for Scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 4.27 - Demonstrates understanding of synonyms, antonyms, homonyms and homographs.

(a) Instructions for administration:
1. I will read three sentences.
2. Listen to each sentence carefully.
3. Point to the words that are similar in meaning to the words underlined.

I help to water the plants.

- assist
- like.
- want

2 The Mathematics test was difficult.

- long
- easy
- hard

3 Bibi was happy to see her grandmother.

- sad
- glad
- waiting

Expected response:
Pupils point to
1. assist
2. hard
3. glad

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 4.27 - Demonstrates understanding of synonyms, antonyms, homonyms and homographs.

(b) Instructions for administration:
1. I will read three sentences.
2. Listen to each sentence carefully.
3. Point to the words that are opposite in meaning to the words underlined.

1. Sarah lives in a large house.
   - empty
   - big
   - small

2. The old man is going to the doctor.
   - tall
   - weak
   - young

3. The deer is a swift animal.
   - slow
   - fast
   - timid

Expected response:
Pupils point to
1. small
2. young
3. slow

Directions for scoring:
A tick is given for each correct response.

Time: 2 minutes
Standard 4.27 - Demonstrates understanding of synonyms, antonyms, homophones and homographs.

(c) Instructions for administration:
1. I will read some sentences.
2. Listen to the sentences carefully.
3. Point to the words that will complete the sentences.

1. Mother used the _______ to make bread.
   - flour
   - flower

2. Please for a _______ of cake.
   - peace
   - piece

3. My pet dog likes to eat _________
   - meat
   - meet

Expected response:
Pupils point to
1. flour
2. piece
3. meat

Directions for scoring:
A tick is given for each correct response.

Time: 2 minutes
Standard 5
Standard 5.1 - Shows awareness of conventional spelling.

Instructions for administration:
1. I will say each word.
2. Spell each word as I say it.

<table>
<thead>
<tr>
<th>plant</th>
<th>garden</th>
<th>friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>rich</td>
<td>warm</td>
<td>travel</td>
</tr>
</tbody>
</table>

**Expected response:**
Pupils call the letter in each word correctly.

**Directions for scoring:**
A tick is given for each word spelt correctly.

**Time: 2 minutes**
Standard 5.3 - Spells correctly regular short vowel words.

Instructions for administration:
1. I will say each word.
2. Spell the words.

<table>
<thead>
<tr>
<th>under</th>
<th>orange</th>
<th>ever</th>
<th>pink</th>
<th>attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>sip</td>
<td>arrow</td>
<td>pet</td>
<td>sand</td>
<td></td>
</tr>
</tbody>
</table>

Expected response:
Pupils call the letter in each word correctly.

Directions for scoring:
A tick is given for each word spelt correctly.  
Time: 2 minutes

Standard 5.4 - Uses invented spelling from phonics knowledge when necessary.

Instructions for administration:
1. I will say each word.
2. I want you to spell it.

<table>
<thead>
<tr>
<th>sip</th>
<th>bench</th>
<th>blow</th>
</tr>
</thead>
<tbody>
<tr>
<td>truck</td>
<td>sand</td>
<td>green</td>
</tr>
</tbody>
</table>

Expected response:
Pupils call the letter in each word correctly.

Directions for scoring:
A tick is given for each word spelt according to sounds.  
Time: 2 minutes
Standard 5.5 - Uses grade level punctuation and capitalization.

(a) Instructions for administration:
1. Look at the sentences in this note.
2. I will read the sentences.
3. Point to the punctuation mark that must be used to end the sentences that I point to.

Dear Devi

Thank you for helping me in school
You help me with my homework.
You help me carry my books.
You help me up when I fall down.
You are a nice and kind friend.
I am happy when I am with you.

Are you happy when you are with me?

Love,
Jane.

Expected response:

Pupils point to
1. 

2. 

3. 

Directions for scoring:
A tick is given for each correct response.  

Time: 2 minutes
Standard 5.5 - Uses grade level punctuation and capitalization.

(b) Instructions for administration:
1. Look at the sentences below.
2. I will read the sentences.
3. Point to the word in each sentence that needs a capital letter.

1. my friend visits me everyday.
2. Father and i went to the zoo.
3. We saw tara at the market.
4. The family goes to the farm every saturday.

Expected response:
Pupils point to
1. my
2. 
3. tara
4. saturday

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 5.11- Correctly spells previously taught irregular words.

Instructions for administration:
1. I will say each word.
2. Spell each word.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>comb</td>
<td>tonight</td>
</tr>
<tr>
<td>honest</td>
<td>tomb</td>
</tr>
<tr>
<td>cake</td>
<td>knife</td>
</tr>
</tbody>
</table>

Expected response:
Pupils call the letters in each word correctly.

Directions for scoring:
A tick is given for each word spelt correctly. Time: 2 minutes
Standard 5.16 - Uses the conventions of grammar and syntax, capitalization and punctuation in written Standard English at grade level.

(a) Instructions for administration:
1. Look at the sentences.
2. I will read the sentences.
3. Point to the word that must be used to complete each sentence.

1 Andrew and Alicia __________ going home.
   is       are       am

2 I ______ reading my new story book.
   is       are       am

3 You __________ a beautiful child.
   is       are       am

4 The book __________ on the table.
   is       are       am

Expected response:
Pupils point to
1. are
2. am
3. are
4. is

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 5.16 Uses the conventions of grammar and syntax, capitalization and punctuation in written Standard English at grade level.

(b) Instructions for administration:
1. Look at the sentences.
2. I will read each sentence.
3. Point to the noun in each sentence.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to eat mangoes.</td>
</tr>
<tr>
<td>The parrot flew away.</td>
</tr>
<tr>
<td>Nora is sleeping.</td>
</tr>
</tbody>
</table>

Expected response:
Pupils point to
1. mangoes
2. parrot
3. Nora

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 5.16 - Uses the conventions of grammar and syntax, capitalization and punctuation in written Standard English at grade level.

(c) Instructions for administration:
1. Look at the sentences.
2. I will read the sentences.
3. Point to the verb in each sentence.

1. I water the plants everyday.
2. Many children ride to school.
3. My aunt works at the Post Office.

Expected response:
Pupils point to
1. water
2. ride
3. works

Directions for scoring:
A tick is given for each correct response. Time: 2 minutes
Standard 6

Standard 6.1 - Locates and interprets information on a calendar.

Instructions for administration:
1. Look at the calendar for the month of February.
2. I will read the questions.
3. Answer the questions correctly.

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td></td>
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<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>Republic Day</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions:
1. What day is February 1? ________________
2. How many Sundays are there in the month of February?
3. Which date in February is a national holiday?
4. Why would children not go to school on February 19?

Expected response:
Pupils will respond:
1. February 1 is a Wednesday.
2. There are four Sundays in the month of February. / Four Sundays are in the month of February.
3. February 23 is a national holiday. / The national holiday is on February 23.
4. Children would not go to school on February 19 because it is a Sunday. / Children would not go to school on February 19 because it is a holiday. / Children would not go to school on February 19 because school will be closed.

Directions for scoring:
A tick is given for each correct response or any other appropriate response.

Time: 2 minutes
Standard 6.2 - Records information in a variety of formats such as logs, journals, tables, charts.

Instructions for administration:
1. Look at the chart.
2. I will read the questions.
3. Point to the box with the correct answer.

Questions:
1. Monday was a ________ day.
   - sunny
   - windy
   - rainy

2. How many days were sunny?
   - 3
   - 0
   - 1

3. On which day would you need a rain coat?
   - Monday
   - Tuesday
   - Wednesday
4. Which day is most suitable for flying a kite?

| Monday | Tuesday | Friday |

Expected response:
Pupils point to
1. Monday was a windy day.
2. Three days were sunny. I There were three sunny days.
3. On Tuesday I would need a raincoat.
4. The day most suitable for flying a kite is Monday. I Monday is most suitable for flying a kite.

Directions for scoring:
A tick is given for each correct response or any other appropriate response.

Time: 2 minutes

Instructions for administration:
1. Look at the page.
2. I will read the questions.
3. Point to the box with the correct answer.

READING IS FUN
BOOK 2

Author: Elaine White
Illustrator: Randy Wood
Publisher: Alicia Grant
Georgetown, Guyana

1. Which page is shown above?
   - Contents
   - Index
   - Title

2. The drawings in this book were done by _________
   - Elaine White
   - Randy Wood
   - Alicia Grant

3. This book was written by __________
   - Elaine White
   - Randy Wood
   - Alicia Grant

4. Which subject would this text book be used for?
   - Mathematics
   - Science
   - Reading
Expected Response:
1. The information above can be found on the title page.
2. The drawings in the book were done by Randy Wood.
3. The book was written by Elaine White.
4. This text book would be used for Reading.

Directions for scoring:
A tick is given for each correct response

Standard 6.5 - Comprehends and employs alphabetical sequence by first and second letter.

(a) Instructions for administration:
1. Here is a list of four words.
2. Look at the words carefully.
3. Arrange the words in ABC order.

Expected response:

| dress | shirt | cap  | pants |

Directions for scoring:
A tick is given for the correct response.
Standard 6.5 - Comprehends and employs alphabetical sequence by first and second letter.

(b) Instructions for administration:
1. Here is a list of four words.
2. Look at the words carefully.
3. Arrange the words in ABC order.

Expected response:

chair  city  clap  cow

Directions for scoring:
A tick is given for the correct response.  

Time: 2 minutes
NUMERACY
ASSESSMENT ITEMS FOR GRADE 2
Teachers' Copy

Standard 1
Students perform with numbers, with their representations, relationships among them and the place value concept in the decimal and number system.

Standard 1.1- Classify objects/numbers into groups/sets, communicate "how many" in Sets of objects and determine the number of objects that represent a given number.

Direction for administration:

1. Look at this object carefully.
2. It is made from a number of blocks.
3. Can you say how many blocks were used to build the tower?
4. Give a reason for your answer.

(B) 8. (C) 10. (D) 12.

Expected response:
10 blocks.
Two of the blocks are completely hidden.

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes
Standard 1.2 - Determine if the groups/sets are equal, unequal or equivalent.

Direction for administration:

1. Look at groups A and B carefully.
2. Add numbers to group B to make it equal to group A.
3. Give a reason for your answer.

Expected response:
Pupil is expected to draw four squares in B.
Equal groups will have the same things. (Objects)

Direction for scoring:
A tick is given for the correct response.

(b) Direction for Administration:

1. Examine the two numbers carefully.
2. Point to the symbol that should go in the box.
3. Why did you choose this symbol?

5  □  8

Expected response:
Pupil points to <
Answer for question 3 (5 is less than 8).

Direction for scoring:
A tick is given for the correct response.
Standard 1.3 - Count and communicate using the appropriate number words up to 999.

(a) Direction for Administration:

1. Look at the words and numbers in the box.
2. As I read the name you match the name to the number.

<table>
<thead>
<tr>
<th>NUMERALS</th>
<th>NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>thirty four</td>
</tr>
<tr>
<td>356</td>
<td>forty three</td>
</tr>
<tr>
<td>34</td>
<td>four</td>
</tr>
<tr>
<td>43</td>
<td>three hundred fifty six</td>
</tr>
</tbody>
</table>

Expected response:
Pupils match:
4 thirty four
35 six forty three
34 four
43 three hundred fifty six

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes

(b) Direction for Administration

1. Point to the number (twenty seven).

| 7 | 20 | 27 | 72 |

Expected response
Pupil will point to 27.

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes
Standard 1.4 - Read and write whole numbers up to 999 and interpret their relationships. (Sequence, Successor, Predecessor, order relation, even and odd numbers).

(a) Direction for Administration:
1. Look at the numbers on the number line.
2. Can you say which one should be where the box is?
3. How can you be sure that your answer is correct?

```
0   3   6   9   12
```

Expected response:
The missing one is 9.
The order is skip counting by threes or any other appropriate answer.

Direction for scoring
A tick is given for the correct response. Time: 2 minutes

(b) Direction for Administration:
1. Write the number three hundred four.

Expected response:
Pupil writes 304.

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes

(c) Direction for Administration:
1. Look at the pattern below.

```
♥  ♣  ♠  ♦
```

2. Which one of these should come next?

```
♣  ♥  ♦  ♠
```

3. How do you know?

Expected response:
Pupil points to the heart.
The heart comes after the club/before the diamond.

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes
Standard 1.5 - Compose and decompose (through different combinations) and decompose (break apart in different ways) numbers up to 999 and interpret the place value of each digit.

(a) Direction for Administration:

1. Look at the number in the box.

\[
\begin{array}{c}
678
\end{array}
\]

2. Point to the number in the tens place.
3. Explain your answer.

Expected response:
The pupil points to 7.
The child might tell that seven falls in the tens column.

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes

(b) Direction of Administration:

1. Look at this \textit{sum}.
\[
800 + 40 + 2 =
\]
2. What answer would you put in the box?

Expected response:
Pupil writes 842.

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes
Standard 1.6 - Recognize relative position and magnitude of whole numbers up to 999 and ordinals up to 31st (to tell which one in an ordered list) and cardinal numbers (to tell how many).

(a) Direction for Administration:

1. Listen to me carefully before answering the question.
2. Eight pupils are in a lunch line and John is third from the tree.
3. Point to John.

Expected response:
Pupil points to the third child from the tree.

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes

(b) Direction for Administration:

1. Look at the ordinals below.
   4th 1st 3rd 2nd
2. Say them in order starting with 1st.

Expected response:
1st, 2nd, 3rd, 4th

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes
(c) Direction for Administration:

1. Listen carefully then follow the instructions.
2. Point to the fifth star from the ball.

Expected response:
Pupil points to the star at (e).

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes

Standard 1.7 - Recognise commonly used fractions such as half, thirds, fourths, fifths, sixths, sevenths, eights, ninths, tenths, and mixed numbers and communicate their meanings using physical models.

(a) Direction for Administration:

1. Listen carefully and follow the instruction.

2. Shade a quarter of this shape.

Expected response:
Pupil shades one of the four parts.

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes
Standard 1.8 - Read and write fractions up to tenths and interpret their relation of order.

Direction for Administration:

1. Examine the wall carefully.

2. Shade 1 of the wall.

Expected response:
One rectangle shaded.

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes

Standard 1.9 - Represent situations that entail addition and subtraction of fraction, such as half, thirds, fourths and fifths and communicate their meaning using physical models.

(a) Direction for Administration:

Listen carefully before you answer the question.

2. Tom had 12 fishes and gave Mary half of the amount.

3. How many fishes were left?

Expected response:
Six fishes.

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes
(b) Direction for Administration:
1. Listen carefully and answer this question.
2. Paula's cake is \( \frac{1}{4} \) sugar and \( \frac{1}{4} \) butter and the rest is flour. How much of the cake is flour?

Expected response:
\( \frac{1}{2} \) of the cake is flour.

Direction for scoring:
A tick is given for the correct response. 

Time: 2 minutes

Standard 2
Recognise the meaning of operations in different situations and how they relate to one another.

Standard 2.1- Differentiate the meaning of addition and subtraction and recognize their relationship.

(a) Direction for Administration:
1. Read the first number statement.
2. Write the correct numeral in the box.

\[ 13 - 8 = \_ \_ \_ \]

Expected response:
13-8=5.

Direction for scoring:
A tick is given for the correct response. 

Time: 2 minutes
(b) Direction for Administration:
1. Listen carefully and answer the question.
2. Mary has 8 plums. Her brother took three of them. How many plums Mary now has?
3. Explain your answer.

Expected response:
Mary now has 5 plums.
I subtract (take away) 3 plums from 8.

Direction for scoring:
A tick is given for the correct response.  Time: 2 minutes

(c) Direction for Administration:
1. A frog jumped from 1 to 6, then it jumped 4 more places. At what number is it now?

Expected response:
6+4=10.

Direction for scoring:
A tick is given for the correct response.  Time: 2 minutes

Standard 2.2
Differentiate the effects of adding and subtraction of whole numbers up to 999.

(a) Direction for Administration:
1. Listen carefully and answer the question.
2. Bill has 158 marks in Mathematics, 162 in English and 159 in Science. How many marks does he have in all?

Expected response:
479 marks.

Direction for scoring:
A tick is given for the correct response.  Time: 2 minutes
(b) Direction for Administration:
1. Look at these sums.

\[
\begin{array}{cc}
7 & 4 \\
-4 & +1 \\
\end{array}
\]

2. Which one has the answer 5?

**Expected response:**
Pupil says 4+1.

**Direction for scoring:**
A tick is given for the correct response.  

**Time: 2 minutes**

**Standard 2.3 -** Represent situations that entail multiplication and division of whole numbers, such as equal groupings of objects and sharing equally and recognize their relationship.

(a) Direction for Administration:
1. Study the grouping below.

\[
\begin{array}{c}
\bigcdot \\
\bigcdot \\
\bigcdot \\
\bigcdot \\
\bigcdot \\
\bigcdot \\
\end{array}
\]

2. One row has three circles.
3. How many circles would there be in three rows?
4. Explain your answer.

**Expected response:**
9 circles.
There are 3 columns and 3 rows 3x3.

**Direction for scoring:**
A tick is given for the correct response.  

**Time: 2 minutes**
(b) Direction for Administration:
1. There are 12 books to be shared equally among three boys. How many books would each boy receive?
2. How did you get your answer?

Expected response:
4 books.
I divided 12 by 3.

Direction for scoring:
A tick is given for the correct response.

(c) Direction for Administration:
1. A class has 30 children. One third of them travel to school by car.
2. How many children travel to school by car?
3. Explain your answer.

Expected response:
10 Children.
30 divided by 3 = 10 or if the whole is divided into three equal parts the answer will be 10. If 30 children are put into 3 equal groups, each group will have 10 children.

Direction for scoring:
A tick is given for the correct response.
Standard 3
Formulate strategies and solve arithmetic operations in different situations.

Standard 3.1 - Use variety of strategies and tools to compute 1 to 4 digit numbers in all possible combinations without regrouping and not exceeding 2 addends. Only 1 digit numbers with 3 addends including objects, mental computation, estimation, paper and pencil and calculator.

(a) Direction for Administration:
1. Look at the digits on the sheet.
   2, 5, 3
2. Now listen carefully to the task.
3. Use two of these digits to form a number.
4. What is the number that you have formed?

Expected response:
Any one of these 23, 25, 32, 35, 52, 53.

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes

(b) Direction for Administration:
1. Look at the digits on the sheet.
   3, 5, 2
2. Now listen carefully to the task.
3. Use these three digits to form the smallest possible numeral.
4. Explain your choice.

Expected response:
235.
The smallest possible hundred is 2. The smallest possible ten is 3.

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes
(c) Direction for Administration:
1. Read the problem on the sheet.

Jack picked 5 bunches of cherries and Mary picked 3 bunches of cherries. If each bunch had two cherries, how many cherries did they pick altogether?

2. Explain your answer.

Expected response:
Together they had 8 bunches of cherries. 16 cherries. 

Answer for question 2: the words 'altogether' means to add.

Direction for scoring:
A tick is given for the correct response. 

Time: 2 minutes

Standard 3.2 - Demonstrate the ability to add and subtract 1 to 4 digit numbers in all possible combinations, with and without regrouping and not exceeding 3 addends.

(a) Direction for Administration:
1. Subtract 256 from 562

\[ 562 \]
\[- 256 \]

Expected response:
306.

Direction for scoring:
A tick is given for the correct response. 

Time: 2 minutes

(b) Direction for Administration:
1. Add 432 and 234.

\[ 432 \]
\[ +234 \]

Expected response:
666.

Direction for scoring:
A tick is given for the correct response. 

Time: 2 minutes
Standard 3.3 - Demonstrate the ability to multiply up to three digits by 1 digit number and without regrouping and without passing the 3 digit in the result and divide 1 and 3 digit numbers by 1 digit number.

(a) Direction for Administration:
1. Let's read the problem together.
2. Read it again then answer the question.
3. Explain your response.

You have ($500.) to buy markers. How much change will you get if you buy two markers? Explain your answer.

Expected response:
$100.00 - Multiply $200.00 by 2 and subtract/take away your answer from $500.00.

Direction for scoring:
A tick is given for the correct response.

(b) Direction for Administration:
1. Listen while I read the problem.
2. Explain your answer.

Farmer Brown has 30 eggs in a basket. He puts them into boxes. Each box holds 10 eggs. How many boxes will be needed?

Expected response:
1. 3 boxes will be needed.
2. Divide 30 by 10 to find the number of boxes.

Direction for scoring:
A tick is given for the correct response.
Standard 3.4 - Identify an appropriate operation/s (addition, subtraction, multiplication, or division) and their representation to solve problems.

(a) Direction for Administration

1. Listen while I read the question.

John had 10 bananas. He shared them equally among his 5 friends. Point to the sign below that you would use to find how many bananas each friend got.

Expected response:
Pupil points to

Direction for scoring:
A tick is given for the correct response.

(b). Direction for Administration:
1. Listen to this problem.

Pam has 34 corks. Her brother has 43 corks. What must be done to find how many corks they have altogether?

2. Draw a circle around the letter near to the correct operation.

(A). Add
(B). Subtract
(C). Multiply
(D). Divide

Expected response:
Pupil draws a circle around (A).

Direction for scoring:
A tick is given for the correct response.
(c) Direction for Administration

1. Listen carefully while I read this problem.

Molly was given 18 tickets for the school concert. She sold 9 of them. What must she do to find out how many tickets she had left?

2. Point to the correct answer below.
3. Say why you choose that answer.

(A). Add  
(B). Subtract.  
(C). Multiply  
(D). Divide

Expected response:
Pupil points to (B).
I would subtract 9 from 18 to find out how many tickets were left.

Direction for scoring:
A tick is given for the correct response.  

Time: 2 minutes

Standard 4.

Analyse characteristics and properties of geometric shapes and develop mathematical arguments about geometric relations (symmetry, congruence).

Standard 4.1 - Distinguish an open curve (line) from a closed one, and inside from outside of a determined region.

(a) Direction for Administration:
1. Look at these shapes.

D

2. Point to the one that is an open line.

Expected response:
Pupil points to C.

Direction for scoring:
A tick is given for the correct response.  

Time: 2 minutes
(b) Direction for Administration.

1. Look at the circle below.

\[
\begin{array}{ccc}
\text{X} & \text{X} & \text{X}
\end{array}
\]

(A) 2  
(B) 3  
(C) 4  
(D) 5

2. How many X’s are outside the circle?

**Expected response:**  
Pupil answers 3.

**Direction for scoring:**  
A tick is given for the correct response.

---

Standard 4.2 - Describe attributes and parts of two and three dimensional shapes and the use of appropriate vocabulary.

(a) **Direction for Administration.**

1. Look at these shapes carefully.

\[
\begin{array}{ccc}
\text{X} & \text{X}
\end{array}
\]

2. Point to the name of the shape that has an X in it.

Triangle  Circle  Square  Octagon

**Expected response:**  
Pupil points to the word Square.

**Direction for scoring:**  
A tick is given for the correct response.
Standard 5.2 - Explain the different moves that are necessary to make, to go from one place to another in a particular place and represent those moves (displacement) in a graph.

(a) Direction for Administration.

1. Look at these stepping stones. Bill can hop from one to the other.

2. If Bill is at No.1 stepping stone, how many hops must he make to get to No. 5?

Expected response: He must make 4 hops.

Direction for scoring:
A tick is given for the correct response. Time: 2 minutes

Standard 6.

Standard 6.1 - Apply transformation and use symmetry to analyse mathematical situations.

Direction for Administration:
- Look at the diagrams carefully.
- Answer the questions.

(A) (B) (C) (D)
3. Which of these show a line of symmetry?
4. Point to the correct letter.
5. Why have you chosen this answer?

**Expected response:**
Pupil points to (C).
The two parts could be matched.

**Direction for scoring:**
A tick is given for the correct response. 

---

**Standard 6.2 - List things that turn (rotations), flip (reflections) and demonstrate these actions in concrete situations.**

(a) **Direction for Administration.**

1. Listen while I read the question.

Tommy and his sister went to the school fair. Tommy went to the spinning wheel. The pointer of the spinning wheel was at zero. Tommy spun it and it made a half turn. On what number would it end up?
Expected response:
It would end up at 6.

Direction for scoring:
A tick is given for the correct response.

(b) Direction for Administration.

1. Look at this clock. It is saying 3 o’clock.

2. The long hand moves a half turn to 6.

3. What time is it saying now?
Expected response:
The pupil answers half past three.

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes

Standard 7

Describe measurable attributes of objects and select a suitable measuring unit, system and processes of measurement of those attributes

Standard 7.1- Recognise the attributes of length, capacity, mass, perimeter, area and time.

(a) Direction for Administration:

1. A dog has a mass of 10 kg and a goat has a mass of 16 kg.

2. Which animal is heavier?

3. How do you know?

Expected response:
The pupil says the goat has more mass because 16 is greater than 10.

Direction for scoring:
A tick is given for the correct response.

Time: 2 minutes
(b) Direction for Administration:

1. Look at these pictures.

2. Which unit would we use to measure all of these?

<table>
<thead>
<tr>
<th>Litre</th>
<th>Metre</th>
<th>Kilogram</th>
</tr>
</thead>
</table>

Expected response:
Pupil answers kilogram.

Direction for scoring:
A tick is given for the correct response.

(c) Direction for Administration

1. Find the distance around this rectangle.

```
40m
20m
20m
```

```
40m
```

Expected response:
120 metres.

Direction for scoring:
A tick is given for the correct response.
(d) **Direction for Administration**

1. Listen carefully then answer the question.

Jane was having breakfast when the clock was showing the time below.

2. What time was shown on the clock?

**Expected response:**
Pupil says 6:00 h.

**Direction for scoring:**
A tick is given for the correct response.

**Time: 2 minutes**

**Standard 7.2 - Describe objects, compare them and order them by different attributes (length, capacity, area, volume, mass and time.)**

(a) **Direction for Administration**

1. Look at the pictures below.

2. Which do you think is the lightest?

**Expected response:**
Pupil answers corn curls.

**Direction for scoring:**
A tick is given for the correct response.

**Time: 2 minutes**
Standard 7.3 - Select a suitable non-standard and standard unit and instrument for the attribute being measured.

(a) Direction for Administration:

1. Look at the picture.

   _______  _______  _______  _______  _______  _______  _______

2. How many paper clips long is the drinking straw?

   Expected response:
   Seven paper clips long.

   Direction for scoring:
   A tick is given for the correct response.

   Time: 2 minutes

Standard 7.4 - Recognise currency of the country and use the relationship between the value of coins and notes including the equivalence between them.

(a) Direction for Administration

1. Ray went to school with $100.
2. He bought a juice for $60 and a bun for $20.
3. How much money was he left with?
4. How do you know?
Expected response:
$20.
He must add $60 and $20. This would give $80. Then subtract from $100. He would have $20 remaining.

Direction for scoring:
A tick is given for the correct response.

Standard 8.

Use appropriate techniques and instruments to determine measurement.

Standard 8.1- Measure attributes of objects with multiple copies of units of the same size.

(a) Direction for Administration:

1. A spider hops 1 cm at a time.

2. How many hops will the spider make to get to the end of the ruler?
3. How do you know?

Expected response:
Six hops.
One hop measures 1 cm.
Six hops measure 6 cm.

Direction for scoring:
A tick is given for the correct response.
8.3 - Estimates measurements of attributes of objects using a common referent of measures to compare, using appropriate language.

(a) Direction for Administration

1. Look at the scale in the figure below.
2. What is the mass of the melon?
3. How do you know?

Expected response:
Pupils say the mass is 5 kg.
The hand of the scale points to the mass, which is 5 kg.

Direction for scoring:
A tick is given for the correct response.  

Time: 2 minutes

Standard 9.

Solve simple problems involving measures and explain how the problems are solved.

Standard 9.1 - Use own mental strategies to solve problems and explain them.

(a) Direction for Administration

1. Look at the heights of these two boys.

Tim  Terry
1. Tim’s height is 65 cm.
2. Terry’s height is 40 cm.
3. What is the difference in height of the two boys?
4. How do you know?

**Expected response:**
Pupil answers 25 cm.
By subtracting.

**Direction for scoring:**
A tick is given for the correct response.

(b) **Direction for Administration:**

1. Look at the two clocks below.
2. Now answer the question.

On Saturday May went to the market. She left home at 6 o’clock and returned at 7 o’clock. How long was she away from home?

**Expected response:**
One hour.

**Direction for Scoring:**
A tick is given for the correct response.
Standard 10
Interpret different graphs that display data to answer questions of personal interest or explain situations.
Standard 10.1- Read simple pictograph and block graphs that have relevant data.

(a) Direction for Administration:

1. The bar graph below shows how children come to school.

How children come to school

<table>
<thead>
<tr>
<th></th>
<th>Walk</th>
<th>Ride</th>
<th>Drive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Children</td>
<td>10</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

2. How many pupils walk to school?

Expected response:
9 pupils walk to school.

Direction for scoring
A tick is given for the correct response.  
Time: 2 minutes
LITERACY
CONTINUOUS ASSESSMENT
PUPILS’ SECTION
LITERACY STANDARD 1.1

1. What is the name of your school?

2. Who is your best friend?

3. Why do you like your best friend?

LITERACY STANDARD 1.2

The busy bee buzzes all day long.
Sue's mother takes her to school everyday. They walk on the right-hand side of the road. Mother tells Sue that it is not safe to play on the road.
Questions:

1. Who takes Sue to school?

2. On which side of the road do they walk?

3. Why is it not safe for Sue to play on the road?

LITERACY STANDARD 1.9

Old Grady says, 'Hop three times on one leg.'

Old Grady says, 'Raise your right hand above.'

Old Grady says, 'Put your left hand on your hip.'
LITERACY STANDARD 1.10

(A)
LITERACY STANDARD 2.2

CONTENTS

Introduction .......................... 1
The Preparation ....................... 2
The Wedding .......................... 3
The Cleaning Up ....................... 4

1. Which part of the book is shown here?
   
   Title  
   Contents  
   Index

2. The contents page is used to
   
   (a) list the topics found in the book.
   (b) name the writer of the book.
   (c) list the words used in the book.
THE LITTLE FROG

WRITTEN by ROY SINGH
ILLUSTRATED by A. King

LITERACY STANDARD 2.4

LITERACY STANDARD 2.6

celebration           umbrella

baby                bench
LITERACY STANDARD 2.5

There was a man,
Who lived in a van.
He hated mice,
They were not ___

many  nice  furry

LITERACY STANDARD 2.8

at  cat  cup  Pig
LITERACY STANDARD 2.9

(A)

- goat
- gate
- gem
- gel
LITERACY STANDARD 2.9

(B)

pot

log

boat
LITERACY STANDARD 2.9
(C)

Church

Chain

Bench

LITERACY STANDARD 2.11

<table>
<thead>
<tr>
<th>take</th>
<th>low</th>
<th>cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>ink</td>
<td>bite</td>
<td>bag</td>
</tr>
<tr>
<td>see</td>
<td>log</td>
<td>she</td>
</tr>
</tbody>
</table>
### LITERACY STANDARD 2.12

<table>
<thead>
<tr>
<th>swim</th>
<th>cake</th>
<th>pin</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing</td>
<td>laugh</td>
<td>race</td>
</tr>
<tr>
<td>jump</td>
<td>swing</td>
<td>he</td>
</tr>
</tbody>
</table>

### LITERACY STANDARD 2.14

<table>
<thead>
<tr>
<th>___</th>
<th>ell</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>ell</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>eli</td>
<td></td>
</tr>
</tbody>
</table>
Tom was ill.
His mother took him to see the doctor.
The doctor gave him a pill.
On Sunday we went to the zoo. We saw many animals there. We had great fun with the animals.
John's best toy is a truck. He had it for two years and it still looks new. John and his friends play with the toy everyday.

Questions:

1. What is the name of the boy in the story?
2. How long was he given the truck?
3. Give a word that is used to describe the toy.
4. Why does the toy still look new?
Rearrange these sentences to tell a story.

1. He will put the plants in the holes.

2. My father is in the garden.

3. He is digging the earth.
I like to play games.

The dog under the tree.

Over the fence.
Philip and his friends went by aeroplane to the Rodeo in Lethem. They went on Easter Monday. There were many big horses in the show. The horses jumped over fences. They raced one another. The crowd yelled and clapped.

Questions:
1. Who went to the Rodeo?
2. How did they get there?
3. Where was the Rodeo held?
4. When did they go?
5. What did the horses do at the Rodeo?
LITERACY STANDARD 4.22

(A)
LITERACY STANDARD 4.22

(B)

1

3

4
LITERACY STANDARD 4.25

1. I will

2. She is
LITERACY STANDARD 4.27

(A)

1. **help** to water the plants.
   - assist
   - like
   - want

2. The Mathematics test was **difficult**.
   - long
   - easy
   - hard

3. **Bibi** was **happy** to see her grandmother.
   - sad
   - glad
   - waiting
1. Sarah lives in a **large** house.

   - empty
   - big
   - small

2. The old man is going to the doctor.

   - tall
   - weak
   - young

3. The deer is a **swift** animal.

   - slow
   - fast
   - timid
1. Mother used the _______ to make bread.
   
   ______________________
   flour                  flower

2. Please fora _______ of cake.
   
   __________
   peace       piece

3. My pet dog likes to eat _______
   
   ______________________
   meat                 meet
Dear Devi

Thank you for helping me in school. You help me with my homework. You help me carry my books. You help me up when I fall down. You are a nice and kind friend. I am happy when I am with you. Are you happy when you are with me?

Love,
Jane.
1. my friend visits me everyday.

2. Father and i went to the zoo.

3. We saw Cara at the market.

4. The family goes to the farm every saturday.
1. Andrew and Alicia _________ going home.

   ______
   is       are       am

2. I _______ reading my new story book.

   ______
   is       are       am

3. You _______ a beautiful child.

   ______
   is       are       am


   ______
   is       are       am
LITERACY STANDARD 5.16

(B)

1. I like to eat mangoes.
2. The parrot flew away.
3. Nora is sleeping.

(C)

1. I water the plants everyday.
2. Many children ride to school.
3. My aunt works at the Post Office.
Questions:

1. What day is February 1? 
   Sunday Wednesday Friday

2. How many Sundays are there in the month of February?
   5

3. Which date in February is a national holiday?
   February 1 February 13 February 23

4. Why would children not go to school on February 19?
LITERACY STANDARD 6.2

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions:

1. **Monday was a** [ ] _day._
   - sunny
   - windy
   - rainy

2. **How many days were sunny?**
   
   3

3. **On which day would you need a rain coat?**
   
   Monday
   Tuesday
   Wednesday

4. **Which day is most suitable for flying a kite?**
   
   Monday
   Tuesday
   Friday
Questions:

1. Which page is shown above?
   - Contents
   - Index
   - Title

   The drawings in this book were done by
   - Elaine White
   - Randy Wood
   - Alicia Grant

3. This book was written by
   - Elaine White
   - Randy Wood
   - Alicia Grant

4. Which subject would this text book be used for?
   - Mathematics
   - Science
   - Reading
LITERACY STANDARD 6.5

(A)

dress  shirt

cap  pants

LITERACY STANDARD 6.5

(B)

chair  clap

city  COW
NUMERACY
CONTINUOUS ASSESSMENT
PUPILS’ SECTION
**Standard 1.1**
1. Can you say how many blocks were used to build the tower?
2. Give a reason for your answer.

1+ 5

(A). 6. (B) 8. (C) 10. (D) 12.

**Standard 1.2**
1. Add numbers to group B to make it equal to group A.
2. Give a reason for your answer.

(A)  

5

B

1+
(B)

1. Point to the symbol that should go in the box.
2. Why did you choose this symbol?

5 □ 8

< = >

Standard 1.3

;A)

1. As I read the name you match it to the number.

<table>
<thead>
<tr>
<th>NUMERALS</th>
<th>NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>thirty four</td>
</tr>
<tr>
<td>356</td>
<td>forty three</td>
</tr>
<tr>
<td>34</td>
<td>four</td>
</tr>
<tr>
<td>43</td>
<td>three hundred fifty six</td>
</tr>
</tbody>
</table>
Point to the number 'twenty seven'

7 20 27 72

**Standard 1.4**

**A**

1. Can you say which one should be where the box is?

2. How can you be sure that your answer is correct?

(B) Write the number three hundred four.

(C) 1. Look at the pattern below.

2. Which one of these should come next?

3. How do you know?
Standard 1.5

1. Point to the number in the tens place.
   678

2. What answer would you put in the box?
   800+40+2= ___

Standard 1.6

(A)
1. Eight pupils are in a lunch line and John is third from the tree.

(B)
2. Point to John.

B)
1. Look at the ordinals below.
   4th, 1st, 3rd, 2nd.

Say them in order starting with 1st.
1. Point to the fifth star from the ball.

(a)  (b)  (c)  (e)

Standard 1.7

(A) Shade a quarter of this shape.

Standard 1.8
1. Shade 1 of the wall.

5 wall
Standard 1.9

(A) Tom had 12 fishes and gave Mary half of the amount. How many fishes were left?

(B) Paula's cake is 1/4 sugar and 1/4 butter and the rest flour. How much of the cake is flour?
Standard 2.1
(A) Write the correct numeral in the box.

13-8= □

(B) Mary has 8 plums. Her brother took three of them. How many plums Mary now has? Explain your answer.

(C) 1. A frog jumped from 1 to 6, then it jumped 4 more places. At what number is it now?

Standard 2.2
(A) Bill has 158 marks in Mathematics, 162 in English and 159 in Science. How many marks does he have now?

(B) Which one has the answer 5?

7  4
-4  +1
**Standard 2.3**

1. One row has three circles.
   How many circles would there be in three rows?
3. Explain your answer.
   
   $\begin{array}{c}
   O \ O \\
   O \ O \\
   O \ O \\
   \end{array}$

B) There are 12 books to be shared equally among three boys. How many books would each boy receive?
2. What would you do to get your answer?

C) A class has 30 children. One third of them travel to school by car.
   How many children travel to school by car?
Standard 3.1

(A) Use two of these digits to form a number.

2,5,3

(B) Use these three digits to form the smallest possible numeral.

3,5,2

(C) Jack picked 5 bunches of cherries and Mary picked 3 bunches of cherries. If each bunch had two cherries, how many cherries did they have altogether?

Standard 3.2

(A) Subtract 256 from 562.

\[
\begin{array}{r}
562 \\
-256 \\
\hline
306
\end{array}
\]

(B) Add 432 and 234.

\[
\begin{array}{r}
432 \\
+234 \\
\hline
666
\end{array}
\]
A)
You have ($500.) to buy markers. How much change will you get if you buy two markers? Explain your answer.

Farmer Brown has 30 eggs in a basket. He puts them into boxes. Each box holds 10 eggs. How many boxes will be needed?
Standard 3.4

(A)
John had 10 bananas. He shared them equally among his 5 friends. Point to the sign below that you would use to find how many bananas each friend got.

\[ \text{\begin{array}{c}
(A). \times \\
(D). -
\end{array}} \quad \text{\begin{array}{c}
(C). + \\
(B). \div
\end{array}} \]

(B).
Pam has 34 corks. Her brother has 43 corks. What must be done to find how many corks they have altogether? Draw a circle around the letter near to the correct operation.

(A). Add  
(B). Subtract  
(C). Multiply  
(D). Divide

(C)
Molly was given 18 tickets for the school concert. She sold 9 of them. What must she do to find out how many tickets she had left? Point to the correct answer below.

(A). Add  
(B). Subtract.  
(C). Multiply  
(D). Divide
Standard 4.1.

1. Point to the shape that is an open line.

   D

(A) How many X's are outside of the circle?

   \[
   \begin{array}{c}
   \text{X} \\
   \text{X} \\
   \text{X} \\
   \text{X} \\
   \end{array}
   \]

(A) 2
(B) 3
(C) 4
(D)

Standard 4.2

(A)

Point to the name of the shape that has an X in it?

Triangle Circle Square Octagon
B) How many corners are there in this triangle?

Standard 5.1

(A)

1. Point to the shape in the middle.

(B) Where is the shoe?

(A). on the table
(B). near the table
(C). under the table
(D). above the table
Standard 5.2
(A)

Look at these stepping stones. Bill can hop from one to the other. If Bill is at No.1 stepping stone, how many hops must he make to get to No. 5?

Standard 6.1

1. Which of these show a line of symmetry? Point to the correct letter.

A
Standard 6.2

(A)
Tommy and his sister went to the school fair. Tommy went to the spinning wheel. The pointer of the spinning wheel was at zero. Tommy spun it and it made a half turn. On what number would it end up?
1. This clock is saying 3 o'clock.

2. The long hand moves a half turn to 6.

3. What time is it saying now?
Standard 7.1

(A)

A dog has a mass of 16 kg and a goat has a mass of 10 kg. Which animal is heavier?

How do you know?

(B)

Which unit would we use to measure all of these?

Kilogram  
Litre  
Metre
C) 1. Find the distance around this rectangle.

\[ \text{Distance} = 2 \times (40m + 20m) = 2 \times 60m = 120m \]

D) One was having breakfast when the clock was showing the time below.

\[ \text{Time shown} = 7:30 \]

?. What time was shown on the clock?
Standard 7.2

(A)

Look at the pictures below. Which do you think is the lightest?

Flour  Sugar  Corn curls

Standard 7.3

1. (A) How many paper clips long is the drinking straw?
Standard 7.4

(A)

1. Ray went to school with $100.
2. He bought a juice for $60 and a bun for $20.
3. How much money was he left with?
4. How do you know?
Standard 8.1

(A)

1. A spider hops 1 cm at a time.

2. How many hops will the spider make to get to the end of the ruler?
3. How do you know?

Standard 8.3

(A)
What is the mass of the melon? How do you know?
A) Look at the heights of these two boys. Tim's height is 65 cm. Terry's height is 40 cm. What is the difference in height of the two boys? How do you know?

B) On Saturday May went to the market. She left home at o’clock and returned at 7 o’clock. How long was she away from home?
Standard 10.1
1. The bar graph below shows how children come to school.
2. How many pupils walk to school?

How children come to school

<table>
<thead>
<tr>
<th></th>
<th>Walk</th>
<th>Ride</th>
<th>Drive</th>
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</table>